



# Utah Student Planning Guide

## Grade 8

### Selected highlights -

- Ready, Set, Go ....
- School Success
- Test-Taking Strategies
- Career Pathways
- Your College and Career Plan

*Junior high is a time to think seriously about what you want to accomplish in school and beyond. It all starts with learning more about yourself, so you can make informed choices and chart a course for success.*



# Ready, Set, Go!

This **Student Planning Guide** is designed to assist you as you **PLAN** for the future: **high school graduation, college**, and eventually a **career**. It is packed with information, so refer to it often.

Utah students can complete high school ready for college, career, and life by taking advantage of the opportunities available to them as they make their way from elementary to middle to high school. Here are some key words and phrases that describe the planning process, from 7<sup>th</sup> to 12<sup>th</sup> grades.

## **EXPLORE** your way to success in 7<sup>th</sup> grade!

Every Utah student takes a College and Career Awareness course, a class that sets a strong foundation for exploration. Seventh grade students and their parents are introduced to the Plan for College and Career Ready process and the important role exploration plays in planning.

**EXPAND** on your 7<sup>th</sup> grade exploration in 8<sup>th</sup> grade by taking elective classes in Career and Technical Education (CTE), fine arts (art, music, and drama), a world language, and more. The planning process in 8<sup>th</sup> grade includes creating a 4-year plan for high school completion (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades).

**PLAN** seriously in 9<sup>th</sup> grade. Take time in 9<sup>th</sup> grade to plan your school schedule to include classes **related** to your future goals - college and career. Plan to take classes that challenge and prepare you for your future. Learn about Utah Applied Technology College campuses, online courses, and other options and opportunities available.


**SET GOALS** in 10<sup>th</sup> grade to take classes that prepare you to be college and career ready. Your 4-year plan now includes education after high school. Take advantage of CTE classes, concurrent enrollment, and more. Set goals to get involved in student leadership organizations, participate in school activities, do some community service, take the most rigorous classes you can, and get the best grades possible.

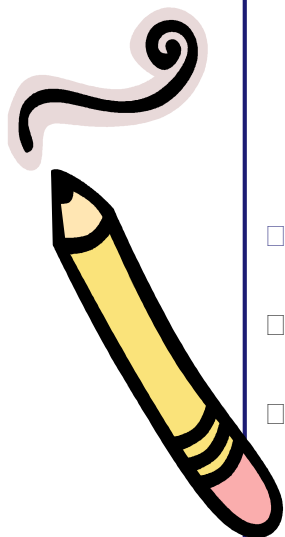
**DECIDE** to succeed in 11<sup>th</sup> grade. Know where you are going after high school graduation and how to get there. Make all the necessary preparations to reach your goals. Be prepared for 1, 2, or 4 years of college education and training after high school.

**APPLY** in 12<sup>th</sup> grade all of the knowledge you have acquired. Know that you can go to college! College after high school is for all students. Keep your options open as you make plans to attend 1, 2, or 4 years of college.

## Handy Web Reference List

Higher Education Utah <http://www.higheredutah.org/>  
Step Up to College and Career <http://www.stepuputah.com/>  
College Board (AP and SAT) <http://www.collegeboard.org/>  
You Can Go to College! <http://youcango.collegeboard.org/>  
ACT Test <http://www.actstudent.org/>  
NCAA (for student athletes) [http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.html](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html)  
Free Application for Student Aid <http://www.fafsa.ed.gov>



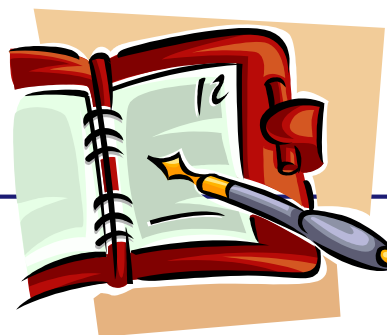


## Exploring and Expanding on Your Way to Success

- ☐ Attend school regularly.
- ☐ Take classes seriously.
- ☐ Work hard and do your best in every class - not just your favorites!

- ☐ Get to know your school counselor.
- ☐ Attend your CCR Planning meetings.
- ☐ Tell your parents about things going on at school.
- ☐ Be involved in sports, music, clubs, and activities at school and in your community.
- ☐ Explore your interests and abilities and learn about [www.utahfutures.org](http://www.utahfutures.org)
- ☐ Explore courses your high school has to offer that are related to your educational goals and career interests.
- ☐ Think about what kind of career you want to have and find out what college preparation you'll need to succeed.

- ☐ Use your planner!
- ☐ Track your assignments.
- ☐ Plan ahead for deadlines.
- ☐ Do your homework.
- ☐ Develop good study habits.
- ☐ Keep up on reading assignments, and also - read just for fun!



There's lots of great information for you at:  
**[www.utahfutures.org](http://www.utahfutures.org)**

- ☐ Talk with adults about their careers and what they like/dislike about them.
- ☐ Talk about going to college with your parents and other people who can be your [advocates](#) or [mentors](#).





Protect Yourself

# Identity Theft

**19** people are victims of identity theft in the U. S. **every** minute. No one is totally immune, but you can help protect yourself by making it difficult for others to get and use your personal information.

Identity theft happens at all ages, but **students 16 to 25 years old appear to be at increased risk**, as they are getting their first jobs, opening bank accounts, and applying for various types of credit.

## 5 Tips for Keeping Personal Information Safe

• Safeguard your social security number. Share it only when absolutely necessary.

1

• Keep your passport, Social Security card, and debit/credit cards on you or locked up.

2

• Do not put *anything* on social media that you don't want *every-*one in the world to know about!

3

• Shred all documents that contain personal information.

4

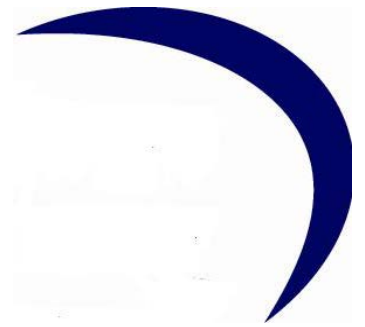
• Keep info private when using public or mobile technology.

5

**Utah** is one of **19 states** that require credit reporting agencies to allow a parent or guardian to freeze their child's credit file to help prevent identity theft.

For more information: [Child Identity Theft Kit from Equifax](#)



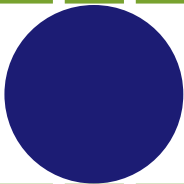


Add details under each main heading below to remind you of specific steps you can take to –

## Using Your Mobile Devices Safely

1

**Your first line of defense** against malware, viruses and other online threats is to ...*run the most recent versions of operating system, security software, apps and Web browsers.*



**Switch off your WiFi and Bluetooth** connections when not in use. If you're banking or shopping ...

2

3

**Activate your device's key lock and/or passcode feature.** Other safeguards you could use include ...

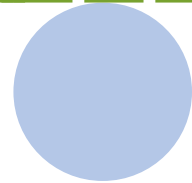


**At least every week, you should back up ...**

4

5

**Only download apps that ...**



**And finally, if you lose your device,**  
First ...

Then ...





# Are You A Good Test Taker?

Answer these questions - Yes or No - to find out!

- |   |   |  |
|---|---|--|
| Y | N | 1. Do you make sure that you understand what will be on the test?  |
| Y | N | 2. Do you know the format of the test - multiple choice, true or false, essay, etc.?                             |
| Y | N | 3. Do you review the information for the test and jot down memory aids, formulas or facts that you might forget? |
| Y | N | 4. Do you stay up late studying the night before a test?   |
| Y | N | 5. Do you feel confident about what you know?  |
| Y | N | 6. Do you wait until the last minute before the bell to arrive for a test?                                       |
| Y | N | 7. Do you listen carefully to directions before beginning a test?  |
| Y | N | 8. Do you hurry to complete the test before everyone else?   |
| Y | N | 9. Do you go back and change answers after you finish a test?  |
| Y | N | 10. When you get a corrected test back, do you review the items you missed?                                      |

## Test Taking Strategies

1. **Read directions** carefully before you start!
2. Glance over the entire test – is there a side 2? Know how many items there are and **pace yourself**.
3. Answer **true/false** and **multiple choice** items first.
4. If you get stuck on an item, **move on**; you can come back if there's time.
5. The first sentence of your essay should **re-state the question** and help you develop an organized response.
6. **Review all your answers**, checking math, spelling and other small details that may need correcting, but **do not change an answer unless you are 100% sure!**



### If you answered YES ...

To items 1, 2, 3, 5, 7, and 10, you apparently know how important it is to know what kind of test you'll be taking, to review the information using memory tricks that work for you, and to pay attention to the teacher's instructions. This should all help you feel more confident and relaxed during the test.

The best answer to the following items is **NO** :

4. Don't wait to "cram" the night before a test. Study over a period of days, then review the night before. A **good night's sleep** will help you think clearly during the test.
6. **Arrive in plenty of time** to get settled, organize your materials, and to take a deep, relaxing breath.
8. There aren't any extra points for being the first to finish, so simply move through the items at a pace that gives you **time to do your best work**.
10. You can **learn from your mistakes**, and an old test makes a good study guide for the next one!



### Homework Hints

Before starting your homework, set a "start" and "stop" time that doesn't go over two hours. During that two hours, use a "20-minutes-on, 10-minutes-off" approach.

- ☐ During a "20-minutes-on" period, sit in an area free from all distractions. (Yes, this means no mobile phone!)
- ☐ Work on assignments for 20 minutes straight; take a 10 minute break.
- ☐ During your breaks, get up, move around, do something to take your mind off your homework.
- ☐ Work on hardest assignments first.
- ☐ Keep alternating - 20 minutes of focused attention on homework, 10-minute breaks - until your two hour session is over.
- ☐ Place your homework assignments in the folder(s) you have designated.
- ☐ Turn in your assignments on time.
- ☐ Find a homework helper - friend, classmate, parent - if you need one.
- ☐ Make homework a priority, and ask everyone to respect your homework time.

### Get Organized

- ☐ Make sure you have the supplies you need on hand.
- ☐ Track what you do in class using a calendar or planner.
- ☐ Have a binder or file folder for each class, with a secure place for notes and assignments.
- ☐ Have a well-organized space where you can study without distractions.



### No Excuses

"I don't understand it!" - Ask your teacher for help before the school day is over. Do all you can do, and then figure out where you're stuck. At home, ask an adult or access web resources, if you can.

"I can't ever finish it!" - Find out why. Are you distracted? Are you having trouble in a certain subject? Ask your teacher or a parent for some advice about managing your time.

"I forget to take my books home!" - Remind yourself each day before you leave school to do a "Backpack Check." Do you have everything you need? Write yourself reminders on your notebook or in your locker - whatever works for you.

**The great thing about doing your homework is the feeling you get when it's DONE!**

Habitually ...Prepared

# What's Your "Holland Code?"




According to career theorist, Dr. John Holland, people typically fall into one or two top interest categories. Moreover, his theory proposes that there are corresponding work environments that support the interests of each category. The better the "match" between a person and his/her work environment, the higher the **job satisfaction** of the worker.

Complete the checklists to discover your Holland code(s). Simply mark each of the statements in each category below that best describe you. Count up the number of checks and record in the space provided at the end of each column.

<div data-bbox="305 695 467 863" data-label="Image"> </div> <p><b>Alternate category titles:</b> <b>Technical, Doer</b></p> <p>Would you describe yourself as a:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Hands-on" learner?</li> <li><input type="checkbox"/> Good athlete?</li> <li><input type="checkbox"/> Hard-worker?</li> <li><input type="checkbox"/> A nature lover?</li> </ul> <p>Are you good at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fixing things?</li> <li><input type="checkbox"/> Using tools?</li> <li><input type="checkbox"/> Building things?</li> <li><input type="checkbox"/> Running machines?</li> </ul> <p>Are you interested in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working outdoors?</li> <li><input type="checkbox"/> Being active?</li> <li><input type="checkbox"/> Work with plants or animals?</li> <li><input type="checkbox"/> Figuring out a better way to do things?</li> </ul> <p>Would you rather <b>avoid</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Doing paperwork?</li> <li><input type="checkbox"/> Being "prim and proper?"</li> </ul> <p style="text-align: center;"><b>R =</b></p>	<div data-bbox="721 695 883 863" data-label="Image"> </div> <p><b>Alternate category titles:</b> <b>Scientific, Thinker</b></p> <p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Especially smart?</li> <li><input type="checkbox"/> Academically inclined?</li> <li><input type="checkbox"/> Logical and analytical?</li> <li><input type="checkbox"/> A patient observer?</li> </ul> <p>Are you good at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solving math problems?</li> <li><input type="checkbox"/> Doing careful research?</li> <li><input type="checkbox"/> Using computers?</li> <li><input type="checkbox"/> Understanding scientific principles?</li> </ul> <p>Are you interested in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performing experiments?</li> <li><input type="checkbox"/> Reading about science?</li> <li><input type="checkbox"/> Inventing things?</li> <li><input type="checkbox"/> Exploring new ideas?</li> </ul> <p>Would you rather <b>avoid</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical activity?</li> <li><input type="checkbox"/> Working with a lot of people?</li> </ul> <p style="text-align: center;"><b>I =</b></p>	<div data-bbox="1133 695 1295 863" data-label="Image"> </div> <p><b>Alternate category title:</b> <b>Creator</b></p> <p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Highly creative?</li> <li><input type="checkbox"/> Original and unique?</li> <li><input type="checkbox"/> Particularly sensitive?</li> <li><input type="checkbox"/> Independent?</li> </ul> <p>Are you good at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing stories or scripts?</li> <li><input type="checkbox"/> Designing works of art?</li> <li><input type="checkbox"/> Playing musical instruments?</li> <li><input type="checkbox"/> Performing or acting?</li> </ul> <p>Are you interested in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expressing yourself?</li> <li><input type="checkbox"/> Working on crafts?</li> <li><input type="checkbox"/> Using your imagination?</li> <li><input type="checkbox"/> Artistic activities such as concerts, plays, art shows?</li> </ul> <p>Would you rather <b>avoid</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obeying a bunch of rules?</li> <li><input type="checkbox"/> Always following tradition?</li> </ul> <p style="text-align: center;"><b>A =</b></p>
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<p><b>Alternate category titles:</b> <b>Social-Humanitarian, Helper</b></p>	<p><b>Alternate category titles:</b> <b>Administrative, Persuader</b></p>	<p><b>Alternate category titles:</b> <b>Business, Organizer</b></p>
<p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding?</li> <li><input type="checkbox"/> Especially considerate?</li> <li><input type="checkbox"/> Kindhearted?</li> <li><input type="checkbox"/> Very willing to give to others?</li> </ul>	<p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extremely popular?</li> <li><input type="checkbox"/> Unusually ambitious?</li> <li><input type="checkbox"/> A risk-taker?</li> <li><input type="checkbox"/> Out-going?</li> </ul>	<p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Highly dependable?</li> <li><input type="checkbox"/> Efficient?</li> <li><input type="checkbox"/> Well organized?</li> <li><input type="checkbox"/> Able to focus on details?</li> </ul>
<p>Are you good at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assisting others?</li> <li><input type="checkbox"/> Communicating ideas?</li> <li><input type="checkbox"/> Organizing activities?</li> <li><input type="checkbox"/> Cooperating with others to get things done?</li> </ul>	<p>Are you good at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Motivating people?</li> <li><input type="checkbox"/> Selling things?</li> <li><input type="checkbox"/> Starting projects?</li> <li><input type="checkbox"/> Giving speeches?</li> </ul>	<p>Are you good at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keeping accurate records?</li> <li><input type="checkbox"/> Following set procedures?</li> <li><input type="checkbox"/> Using office equipment?</li> <li><input type="checkbox"/> Working with numbers?</li> </ul>
<p>Are you interested in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Helping people?</li> <li><input type="checkbox"/> Being a volunteer?</li> <li><input type="checkbox"/> Teaching others?</li> <li><input type="checkbox"/> Giving advice?</li> </ul>	<p>Are you interested in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Running for office?</li> <li><input type="checkbox"/> Earning awards?</li> <li><input type="checkbox"/> Being the boss?</li> <li><input type="checkbox"/> Winning awards?</li> </ul>	<p>Are you interested in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting defined standards?</li> <li><input type="checkbox"/> Using computers?</li> <li><input type="checkbox"/> Keeping things orderly?</li> <li><input type="checkbox"/> Being part of a large organization?</li> </ul>
<p>Would you rather <b>avoid</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dealing with a lot of facts and figures?</li> <li><input type="checkbox"/> Working with machines?</li> </ul>	<p>Would you rather <b>avoid</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working alone?</li> <li><input type="checkbox"/> Routines that don't change?</li> </ul>	<p>Would you rather <b>avoid</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Situations where rules are vague?</li> <li><input type="checkbox"/> Making a lot of decisions?</li> </ul>
<p><b>S =</b></p>	<p><b>E =</b></p>	<p><b>C =</b></p>

Circle the letters below that are your top two interest areas. According to Holland, you'll be most satisfied working in occupations that support your highest area(s) of interest. To follow are sample occupations\* that are in demand and well-paying for each area.




<b>R</b>	<b>Realistic occupations:</b> Auto Mechanics, Brickmasons, Construction Managers, Plumbers, Telecommunications Equipment Installers, Vehicle Operators, Welder.
<b>I</b>	<b>Investigative occupations:</b> Biomedical Engineer, Computer Systems Analysts, Mechanical Engineers, Network Systems Administrators, Surgical Technologists.
<b>A</b>	<b>Artistic occupations:</b> Art Directors, Commercial/Industrial Designers, Interior Designer.
<b>S</b>	<b>Social occupations:</b> Medical Assistants, Occupational Therapists, Registered Nurses, Social Service Managers, Social Workers, Teachers, Vocational and School Counselors.
<b>E</b>	<b>Enterprising occupations:</b> Advertising Sales Agents, Chief Executives, Education Administrators, Lawyers, Marketing Managers, Sales Managers, Real Estate Brokers.
<b>C</b>	<b>Conventional occupations:</b> Accountants, Bookkeeping Clerks, Budget Analysts, Claims Adjustors, Financial Managers, Loan Officers, Secretaries, Shipping and Receiving Clerks.

**\*Talk to your school counselor** to learn more about using your interest codes to find jobs that suit you!

# Basic Skills Survey

Did you know that you increase your brain power as you learn new things - both in school and as a result of everyday life experiences? **Math, Communication and Decision-Making** skills provide a solid foundation for further learning and success through high school and beyond.

Complete the checklists for each of the skill categories below to help you discover the skills you have now, as well as skills you need to work on. Simply check the statements that describe things that are easy for you.

		
<p align="center"><b>MATH</b></p>	<p align="center"><b>COMMUNICATION</b></p>	<p align="center"><b>DECISION-MAKING</b></p>
<p><b>These things are easy for me:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If I see a sign that says "25% off," I can figure out the final sales price of the item.</li> <li><input type="checkbox"/> I can estimate the total cost of materials required to complete a course project.</li> <li><input type="checkbox"/> I can understand information that is presented in a table or graph.</li> <li><input type="checkbox"/> I can figure and count back change accurately "in my head."</li> <li><input type="checkbox"/> I use math all the time in my everyday life.</li> </ul>	<p><b>These things are easy for me:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell others about my ideas in ways that they can understand.</li> <li><input type="checkbox"/> I am a good listener.</li> <li><input type="checkbox"/> I ask good questions that help me understand a teacher's presentation.</li> <li><input type="checkbox"/> I have written some really great school reports.</li> <li><input type="checkbox"/> I pay attention to others' comments and actions and adjust my own in response.</li> </ul>	<p><b>These things are easy for me:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know where to find information that will help me understand my options.</li> <li><input type="checkbox"/> I can predict difficulties that I will face as I outline a plan of action.</li> <li><input type="checkbox"/> I can list some intermediate steps that will lead me to a personal goal.</li> <li><input type="checkbox"/> When I am trying to solve a problem, I can usually figure out possible solutions.</li> <li><input type="checkbox"/> I change my mind in light of new information.</li> </ul>
<p align="center"><b>Total for "Math"</b></p> <div style="border: 1px solid green; width: 40px; height: 40px; margin: 0 auto;"></div>	<p align="center"><b>Total for "Communication"</b></p> <div style="border: 1px solid green; width: 40px; height: 40px; margin: 0 auto;"></div>	<p align="center"><b>Total for "Decision-Making"</b></p> <div style="border: 1px solid green; width: 40px; height: 40px; margin: 0 auto;"></div>

<b>4-5 Activities</b>	You are <b>well on your way</b> to having this skill, but should continue to practice and demonstrate it.
<b>2-3 Activities</b>	You are <b>still learning</b> the skill. Get help from your teachers and your parents in order to improve.
<b>0-1 Activities</b>	You probably need to learn more about how this skill can help you be successful. It might be helpful to get advice about specific activities you can try in order to build this skill.

# School Success Checklist



*Put a check (✓) next to each statement that describes your current habits.*

- \_\_\_\_\_ 1. I show up on time and **attend school regularly** (no more than 6 absences a year).
- \_\_\_\_\_ 2. I try to **sit close to the front** of the room in my classes.
- \_\_\_\_\_ 3. I give my teachers **eye contact**.
- \_\_\_\_\_ 4. I **ask questions** when I don't understand assignments.
- \_\_\_\_\_ 5. I **participate** in class discussions.
- \_\_\_\_\_ 6. I follow directions to **complete assignments** neatly and accurately.
- \_\_\_\_\_ 7. I turn in assignments **on time**.
- \_\_\_\_\_ 8. When I am absent, I ask for **make-up work** the day I return.
- \_\_\_\_\_ 9. I do **extra credit** whenever it's an option.
- \_\_\_\_\_ 10. I **take notes** in class and review them daily.
- \_\_\_\_\_ 11. I **read regularly** for school assignments, but also for my own enjoyment.
- \_\_\_\_\_ 12. I have a good place to study, and a regular **study time** at home.
- \_\_\_\_\_ 13. I eat a **nutritious breakfast** every morning.
- \_\_\_\_\_ 14. I get at least 7-8 hours of **sleep every night**.
- \_\_\_\_\_ 15. I treat everyone **with respect** and behave well in all my classes.
- \_\_\_\_\_ 16. The people I care about value **my opinions**.
- \_\_\_\_\_ 17. I know what my **abilities and interests** are.
- \_\_\_\_\_ 18. I have **a plan** for school success today and in the future.
- \_\_\_\_\_ 19. My **school schedule** reflects my plan for success.
- \_\_\_\_\_ 20. My **parents** are involved in my education.



*Count up your check marks. If you have ...*

- **12 or more** checks - you're well on your way to school success!
- **9-11** checks - you're working on being successful.
- **0-8** checks - get some help to identify new habits you can work on.



# Make a Plan to Graduate!

*High school is the minimum educational requirement for virtually every job in the U.S. economy. If you don't graduate, you're more likely to be unemployed, and the jobs that are available to you are likely to be low-paid and unskilled. Don't settle for less than a high school diploma!*

## ONE

Fully participate - with the help of your parents and school counselor - in your **College and Career Planning process**.



## TWO

Take advantage of the [Career and Technical Education \(CTE\)](#)

[Pathways](#) offered at your school.

Join the recommended **CTSO** (student organization), and engage in **Work-Based Learning** at every opportunity!

## THREE

### 3 Hints -

1. One credit of CTE is required for graduation. Choose wisely and you'll have the foundation for a complete Pathway within a CTE Area of Study.
2. Keep up with your studies; complete homework, turn assignments in on time, and study for every quiz and test.
3. But if you do fall behind, catch up as quickly as possible. Take remedial courses, find a tutor, do whatever it takes!



Image courtesy of Ambro/  
FreeDigitalPhotos.net



# Courses Meeting Utah Graduation Requirements Class of 2016 and Beyond

Required Areas	Credits	Courses				
<b>English/Language Arts</b> - Three courses from the <b>Foundation Courses</b> plus one CREDIT from the <b>Applied and Advanced Courses</b>  <u><b>Foundation Courses</b></u> English 9 (core, SPED, ESL, honors) English 10 (core, SPED, ESL, honors) English 11 (core, SPED, ESL, honors, AP, IB)	4	<u><b>Applied and Advanced Courses</b></u> 12 <sup>th</sup> Grade Language Arts Technical and Professional Communication Literature Literary Magazine IB English Business Communication College Prep Language Arts Debate  Creative Writing 1 and 2 Journalism 1 and 2 AP Literature and Composition AP Language and Composition Humanities World Languages 3, 4, AP Basic Reading Skills Basic Writing Skills				
<b>Mathematics - Secondary I, II, and III</b> <b>Secondary III can be replaced by an Applied or Advanced Course with written parent request.</b> Secondary I or Secondary IH Secondary II or Secondary IIH Secondary III or Secondary IIH Pre-calculus	3	<u><b>Applied or Advanced Courses</b></u> (Prerequisites may apply.) Accounting 1 and 2 Medical Math AP Calculus AB or BC Mathematical Decision Making for Life Mathematics of Personal Finance Concurrent Enrollment Courses 1010, 1030, 1040, 1050, or 1060  Introductory Calculus College Prep Math Introductory Statistics AP Statistics Modern Mathematics Computer Programming AP Statistics				
<b>Science</b> - Courses from two of the four <b>Foundation Course</b> areas (Earth, Biological, Physics, Chemistry) plus one additional course from the <b>Foundation Courses</b> , or <b>Applied or Advanced Courses</b> <u><b>Foundation Courses</b></u> AP Computer Science <table border="1"><tr><td>Earth Systems AP Environmental</td><td>Chemistry AP Chemistry</td></tr><tr><td>Biology Human Biology Biology-Ag Science Technology AP Biology</td><td>Physics Physics with Technology AP Physics</td></tr></table>	Earth Systems AP Environmental	Chemistry AP Chemistry	Biology Human Biology Biology-Ag Science Technology AP Biology	Physics Physics with Technology AP Physics	3	<u><b>Applied or Advanced Courses</b></u> Advanced Electronics Agricultural Science I, II, III, or IV Anatomy and Physiology Applied Biology and Chemistry Basic Electronics Botany Digital Electronics - PLTW Environmental Science Investigation Science Material Science Medical Forensics Natural Resource Science I or II Plant Science Pre-Engineering Wildlife Management Concurrent Enrollment Courses*  Agricultural Biotechnology Aquaculture Animal Science I or II Astronomy Biotechnology Digital Electronics Ecology Geology Marine Biology Medical Anatomy and Physiology Meteorology Physiology Plant and Soil Science I or II Principles of Engineering - PLTW Zoology International Baccalaureate
Earth Systems AP Environmental	Chemistry AP Chemistry					
Biology Human Biology Biology-Ag Science Technology AP Biology	Physics Physics with Technology AP Physics					
<b>Social Studies</b> <u><b>Foundation Courses</b></u> United States History (1 credit) Geography (.5 credit) World Civilizations (.5 credit) US Government & Citizenship (.5) LEA Discretion (.5 credit)	3	<u><b>Advanced Courses</b></u> (substitute for foundations courses) AP European History/AP World History/IB World Studies HL/IB History of Europe SL or HL/IB European History HL2 AP US History/IB History of Americas SL or HL AP American Government/CC American National Government (POLS 1100)				
<b>Fine Arts</b>	1.5	Art Art History Dance Music Theatre (Drama)				
<b>Health</b>	.5	Health Advanced Health				
<b>Physical Education</b>	1.5	Participation Skills (.5 credit) PE Fitness for Life (.5 credit) Lifetime Sports (Wt. Training, Swim, Athletics, Aqua Aerobics) Optional (0.5 credit max for Team Sport/Athletic Participation)  Aerobics Social Dance Dance				
<b>Computer Technology</b>	.5	Computer Technology CIS Concurrent Enrollment (1020)				
<b>Career and Technical Education (CTE)</b>	1	<u><b>CTE Program Areas</b></u> Agriculture Business and Marketing Family and Consumer Science Health Science  Information Technology Skilled and Technical Science Technology and Engineering				
<b>General Financial Literacy</b>	.5	General Financial Literacy Adult Roles/Financial Responsibility (full year) Personal Finance CE (Finance 1050)				
<b>Electives</b>	5.5	World Languages, Driver Education, Special Education Work/Service Experience, ESL, and additional courses that connect to your talents, interests, and abilities selected from the required areas.				
<b>TOTAL CREDITS FOR GRADUATION:</b>	<b>24</b>	<b>Note:</b> LEA boards may require students to earn credits for graduation that exceed minimum Board requirements.				



# Utah's FIVE-STAR Occupations 2012-22

## ★ High Demand, High Wage ★

Five-star job information courtesy of the Utah Department of Workforce Services.

### "Business"

- Accountants & Auditors
- Claims Adjusters, Examiners & Investigators
- Compliance Officers
- Cost Estimators
- Database Administrators
- Financial Analysts
- Financial Managers
- Information Security Analysts & Web Developers
- Loan Officers
- Purchasing Agents
- Sales Representatives, Wholesale & Manufacturing
- Web Developers

### "Technical"

- Cardiovascular Technologists & Technicians
- Civil Engineers
- Industrial Machinery Mechanics
- Medical Equipment Repairers
- Mobile Heavy Equipment Mechanics
- Plumbers, Pipefitters, & Steamfitters
- Radiologic Technologists & Technicians
- Service Unit Operators, Oil, Gas & Mining

### "Administration"

- Administrative Services Managers
- Architectural & Engineering Managers
- Computer & Information Systems Managers
- Construction Managers
- Education Administrators, Elementary & Secondary
- Education Administrators, Postsecondary
- Food Services Managers
- General & Operations Managers
- Human Resource Specialists
- Lawyers
- Logisticians
- Marketing Managers
- Medical & Health Services Managers
- Property & Real Estate Managers
- Public Relations Specialists
- Sales Managers
- Sales Representatives
- Social & Community Service Managers
- Supervisors of Construction Trades & Extraction Workers
- Supervisors of Mechanics, Installers & Repairers
- Supervisors of Non-Retail Sales Workers
- Supervisors of Police & Detectives
- Supervisors of Production & Operating Workers
- Supervisors of Transportation, Machine & Vehicle Operators
- Wholesale & Retail Buyers

### "Social & Human Services"

- Clinical, Counseling & School Psychologists
- Dental Hygienists
- Elementary School Teachers
- Healthcare Social Workers
- Instructional Coordinators
- Marriage & Family Therapists
- Mental Health Counselors
- Middle School Teachers
- Nurse Practitioners
- Physical Therapists
- Physician Assistants
- Registered Nurses
- Teachers, Postsecondary (Art, Drama, Music, Business, Biology, English Language, Literature, Health Specialties, Nursing Instructors/Teachers)
- Teachers, Secondary
- Training & Development Specialists

### "Arts"

- Architects

Conventional

Realistic

Enterprising

The occupations on this chart reflect the best employment opportunities for Utah students, but you can find out how occupations not on this list may better suit your personal needs and aspirations. **Your school counselor can help!**

Investigative

Social

Artistic

### 1, 2, 4 or More...

"College" means 1, 2, 4 or more years of training/education.

In addition to formal education programs that result in certificates and degrees, **related experience may also be required for certain occupations.** For example, even though *high school diploma* is the education level requirement for *Food Service Managers*, workers typically have experience as servers and cashiers, and may also complete short-term certificate programs or on-the-job training to enhance their skills.

- = High school diploma
- = A certificate or licensure program for a fairly specific occupation (e.g., bookkeeper, auto mechanic)
- = Associate degree (e.g., farm and ranch management, dental assisting)
- = Bachelor's degree (e.g., computer science, public administration)
- = Master's, professional or doctorate degree

### "Scientific"

- Biomedical Engineers
- Computer Programmers
- Computer Systems Analysts
- Dentists
- Diagnostic Medical Sonographers
- Electrical Engineers
- Industrial Engineers
- Management Analysts
- Market Research Analysts
- Mechanical Engineers
- Medical & Clinical Laboratory Technologists
- Network & Computer Sys Admins
- Operations Research Analysts
- Pharmacists
- Physicians & Surgeons, All Other
- Software Developers, Applications
- Software Developers, Systems

## GOOD QUESTION

### Why aren't Nurse Practitioners and Registered Nurses in the "Scientific" list?

There are many ways to sort occupations. **This chart sorts occupations into areas of interest.** It's true that aspiring nurses need to complete a lot of science courses, but **courses of study are different** from career interests.

The areas of interest on this chart reflect the research of John Holland and others that shows the **importance of interests to job satisfaction.** Research confirms that nurses who enjoy high job satisfaction are those who are interested in helping people (i.e., "Social").

There are many occupations to choose from. Some occupations will suit you better than others, so it's helpful to have a good starting point. Career guidance professionals agree that **thinking about your interests is the first step toward finding a satisfying career.**



UTAH STATE OFFICE OF EDUCATION  
250 East 500 South • P.O. Box 144200  
Salt Lake City, UT 84114-4200



# Complete a CTE Pathway

## What is a Career Pathway?

A Career Pathway is a sequence of courses within your area of interest. A Pathway is like an **educational road map** that can guide you to the high school courses and postsecondary options most relevant to your chosen college and career destination.

## Take a Closer Look

1 Choose a [CTE Area of Study](#) to explore.

- Agriculture • Business & Marketing • Family & Consumer Sciences • Health Science
- Information Technology • Skilled & Technical Sciences • Technology & Engineering

2 Open the <http://www.utahcte.org/> home page, and click on the **Career Pathways** tab. Then click on your chosen Area of Study, where you'll see the associated list of **Pathways**.

3 Click on a **Pathway** that looks interesting to you, then scroll down to the **Pathway Brochure** section and click on the PDF to see a page that looks something like this →

Course #	Course Name	Credits	Semester
101	Introduction to Nursing	1	1
102	Medical Terminology	1	1
103	First Aid/CPR	1	1
104	Pharmacology	1	1
105	Medical Law and Ethics	1	1
106	Medical Records Management	1	1
107	Medical Insurance Billing	1	1
108	Medical Office Procedures	1	1
109	Medical Assisting	1	1
110	Medical Reception	1	1
111	Medical Office Management	1	1
112	Medical Office Technology	1	1
113	Medical Office Procedures II	1	1
114	Medical Office Procedures III	1	1
115	Medical Office Procedures IV	1	1
116	Medical Office Procedures V	1	1
117	Medical Office Procedures VI	1	1
118	Medical Office Procedures VII	1	1
119	Medical Office Procedures VIII	1	1
120	Medical Office Procedures IX	1	1
121	Medical Office Procedures X	1	1
122	Medical Office Procedures XI	1	1
123	Medical Office Procedures XII	1	1
124	Medical Office Procedures XIII	1	1
125	Medical Office Procedures XIV	1	1
126	Medical Office Procedures XV	1	1
127	Medical Office Procedures XVI	1	1
128	Medical Office Procedures XVII	1	1
129	Medical Office Procedures XVIII	1	1
130	Medical Office Procedures XIX	1	1
131	Medical Office Procedures XX	1	1
132	Medical Office Procedures XXI	1	1
133	Medical Office Procedures XXII	1	1
134	Medical Office Procedures XXIII	1	1
135	Medical Office Procedures XXIV	1	1
136	Medical Office Procedures XXV	1	1
137	Medical Office Procedures XXVI	1	1
138	Medical Office Procedures XXVII	1	1
139	Medical Office Procedures XXVIII	1	1
140	Medical Office Procedures XXIX	1	1
141	Medical Office Procedures XXX	1	1
142	Medical Office Procedures XXXI	1	1
143	Medical Office Procedures XXXII	1	1
144	Medical Office Procedures XXXIII	1	1
145	Medical Office Procedures XXXIV	1	1
146	Medical Office Procedures XXXV	1	1
147	Medical Office Procedures XXXVI	1	1
148	Medical Office Procedures XXXVII	1	1
149	Medical Office Procedures XXXVIII	1	1
150	Medical Office Procedures XXXIX	1	1
151	Medical Office Procedures XL	1	1
152	Medical Office Procedures XLI	1	1
153	Medical Office Procedures XLII	1	1
154	Medical Office Procedures XLIII	1	1
155	Medical Office Procedures XLIV	1	1
156	Medical Office Procedures XLV	1	1
157	Medical Office Procedures XLVI	1	1
158	Medical Office Procedures XLVII	1	1
159	Medical Office Procedures XLVIII	1	1
160	Medical Office Procedures XLIX	1	1
161	Medical Office Procedures L	1	1
162	Medical Office Procedures LI	1	1
163	Medical Office Procedures LII	1	1
164	Medical Office Procedures LIII	1	1
165	Medical Office Procedures LIV	1	1
166	Medical Office Procedures LV	1	1
167	Medical Office Procedures LVI	1	1
168	Medical Office Procedures LVII	1	1
169	Medical Office Procedures LVIII	1	1
170	Medical Office Procedures LIX	1	1
171	Medical Office Procedures LX	1	1
172	Medical Office Procedures LXI	1	1
173	Medical Office Procedures LXII	1	1
174	Medical Office Procedures LXIII	1	1
175	Medical Office Procedures LXIV	1	1
176	Medical Office Procedures LXV	1	1
177	Medical Office Procedures LXVI	1	1
178	Medical Office Procedures LXVII	1	1
179	Medical Office Procedures LXVIII	1	1
180	Medical Office Procedures LXIX	1	1
181	Medical Office Procedures LXX	1	1
182	Medical Office Procedures LXXI	1	1
183	Medical Office Procedures LXXII	1	1
184	Medical Office Procedures LXXIII	1	1
185	Medical Office Procedures LXXIV	1	1
186	Medical Office Procedures LXXV	1	1
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229	Medical Office Procedures LXXXXXXVIII	1	1
230	Medical Office Procedures LXXXXXXIX	1	1
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243	Medical Office Procedures LXXXXXXXIII	1	1
244	Medical Office Procedures LXXXXXXXIV	1	1
245	Medical Office Procedures LXXXXXXXV	1	1
246	Medical Office Procedures LXXXXXXXVI	1	1
247	Medical Office Procedures LXXXXXXXVII	1	1
248	Medical Office Procedures LXXXXXXXVIII	1	1
249	Medical Office Procedures LXXXXXXXIX	1	1
250	Medical Office Procedures LXXXXXXXI	1	1

4 Concentrating specifically on the courses listed in the blue box, identify the courses that you would **stack** in order to complete your sample **Pathway**. Fill in the **Learning Pyramid** with those courses below.

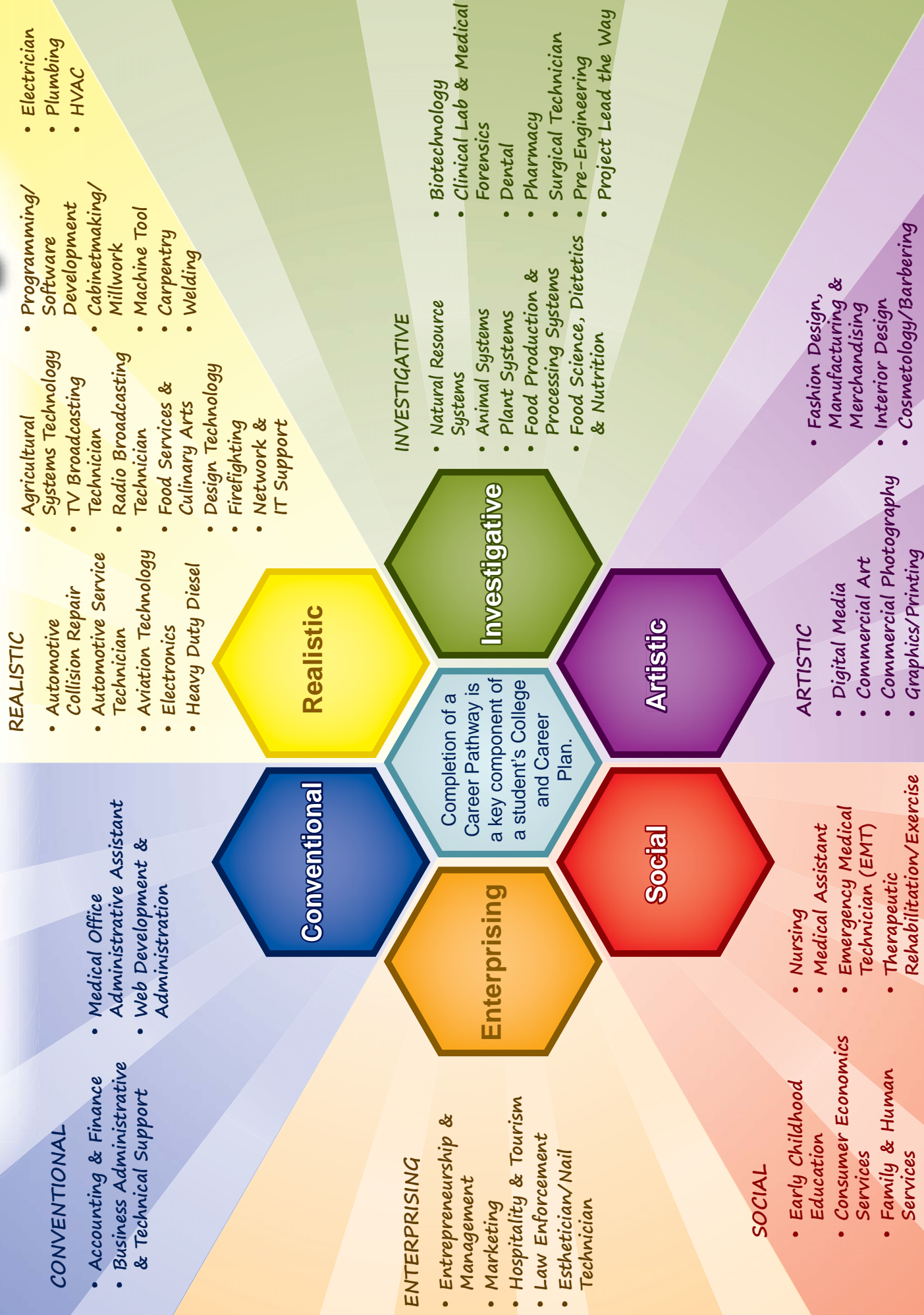
CTE Pathway: \_\_\_\_\_

Foundational Courses :	Language Arts	Mathematics	Life/Physical Science	Social Studies	FA/CTE/PE/Electives
------------------------	---------------	-------------	-----------------------	----------------	---------------------

5 Now review the sample Pathway you've created, and ask yourself whether you can see yourself taking these courses in high school. Will you have the foundation classes in place so you're eligible to move up to these higher level Career and Technical Education classes? If you're interested and motivated to qualify for enrollment, find out where the courses are most accessible to you! You can see the Pathway courses being taught at Utah high schools using Utah Pathfinder here: <http://www.utahpathfinder.org/app/#list/hs>

Earn the Advantages of Being a **Pathway Completer!**

# Utah Career Pathways












# TOP TWENTY HOT STEM Occupations\*

Science • Technology • Engineering • Math

**Get Started with Career and Technical Education!**

Associated CTE Pathway <sup>1</sup>	Rank 2015	Occupation	2014 Median Wage <sup>2</sup>
	3	Software Developers, Applications	\$87,190
	4	Web Developers	\$53,370
	11	Computer Programmers	\$79,720
	5	Network and Computer Systems Administrators	\$70,220
	6	Computer Systems Analysts	\$71,420
	15	Software Developers, Systems Software	\$92,180
	16	Computer and Information Systems Managers	\$113,140
	1	Registered Nurse	\$59,720
	10	Health Specialties Teachers, Postsecondary	\$70,680
	18	Physician Assistants	\$90,070
	19	Biomedical Engineers	\$80,490
	20	Physical Therapists	\$79,490
		<u>Accounting and Finance</u>	
	2	Accountants, Auditors	\$62,320
	8	Business Operations Specialists, All Others	\$63,780
	12	Managers, All Others	\$88,490
	7	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$77,640
	9	Supervisors of Mechanics, Installers, Repairers	\$62,370
	13	Industrial Engineers	\$76,300
	14	Civil Engineers	\$74,820
	17	Mechanical Engineers	\$76,450

\*From "Hot STEM Jobs in Utah" distributed by the Utah Technology Council.

<sup>1</sup>CTE Pathways assigned by Career and Technical Education, Utah State Office of Education.

<sup>2</sup>Source: Utah Department of Workforce Services.

# Do You Have What It Takes To Be - an Entrepreneur?

*Check the characteristics that describe you. Add an example of how you have demonstrated that characteristic.*

I am -

- Creative

Example: \_\_\_\_\_

- Not afraid to fail

Example: \_\_\_\_\_

- Independent

Example: \_\_\_\_\_

- Persuasive

Example: \_\_\_\_\_

- A skilled negotiator

Example: \_\_\_\_\_



[Read about a Utah entrepreneur's success](#), and how it all began with Career and Technical Education. For more information check out the U. S. Small Business Administration page, [Is Entrepreneurship for You?](#)



Apply your **Growth Mindset** and ...

# Explore ALL the Options!

You may remember the contrast between a "fixed" mindset and a "growth" mindset. A growth mindset will lead you to embrace challenges and see mistakes as opportunities to learn more about yourself and about the world around you. *The growth mindset is an asset as you head to high school, since high school is an ideal time to explore! You will learn more about your potential interests by participating in new activities and taking classes you may never have considered before. Don't let tradition, stereotypes, or lack of knowledge keep you from trying something different or new!*

## To Think About

You think you're "not good at math?" Test that impression by taking a class involving math. You think "only girls take Early Child Development classes," or "only boys take Technology and Engineering classes?" **Apply your growth mindset and break through barriers that might otherwise settle in comfortably without ever being tested.**



There is **no guarantee** that you will -

- Marry.
- Stay married.
- Live the same number of years as your spouse.
- Have a spouse who takes care of your children and every detail at home.
- Have a spouse who earns enough money to support the entire family.



**Prepare to support yourself financially, do family work at home, and be a good parent to your children.**

## A Few Facts

The total number of hours of paid work, child care and housework in families where **both parents are employed** is about equal.

**Fathers are more likely** than mothers to feel that they don't spend as much time with their children as they'd like.

59% of **women in Utah with preschool-aged children** work, and 74% of those with school-age children work.

Utah has the largest male/female **college education gap** in the country. Completing a degree offers higher dividends to women.

Search online to find an article about work/life balance for women and men (e.g., [Modern Parenthood](#), [Women at Work](#), or [Utah Women and Education](#)), and add a fact below that you found interesting, important, and/or surprising.

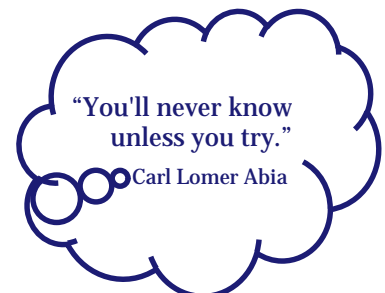


of Gender **STEREOTYPES**

## Why a Nontraditional Occupation?

- High demand careers need the **full pool of potential workers**.
- Nontraditional careers contribute to family **economic self-sufficiency**.
- Workforce diversity leads to **innovation and global economic competitiveness**.
- Choosing a career based on personal interests and skills leads to **career satisfaction**.

For more information:  
<http://www.napequity.org/>

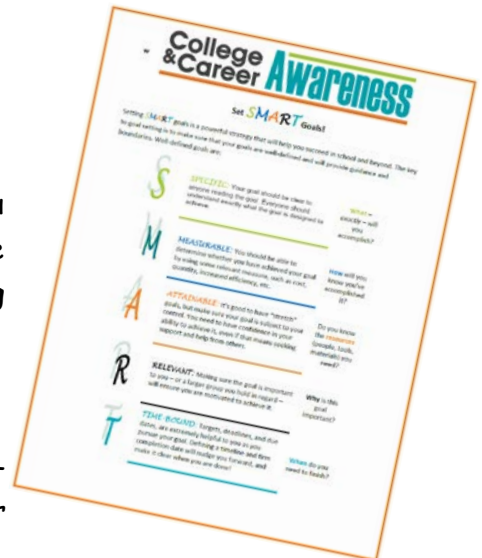


"You'll never know unless you try."

Carl Lomer Abia

# Step One

In the 7<sup>th</sup> grade *College and Career Awareness* course, you learned about setting SMART goals. You'll remember that the 'T' stands for "time-bound," which underscores that **managing your time is critical to achieving your goals.**



For the following pairs of statements, choose the description - 'A' or 'B' - that reflects your typical approach to managing your time, and write it in first column.

A or B?	
	A. I can tell you the first step I need to take toward my goals. B. I often have no idea how to get started.
	A. I make a "to-do" list every day. B. I really enjoy doing things on the "spur-of-the-moment."
	A. I estimate the time needed to complete specific assignments. B. I am usually surprised by how long it takes to complete my assignments.
	A. My accomplishments today are helping me move closer to a larger goal. B. My daily accomplishments are unrelated to any larger goal.
	A. I know how I spend the largest blocks of time each day. B. At the end of a day, it seems my time has passed in a blur.
	A. I like learning new things and conquering my fears. B. I think I probably spend more time worrying than most students my age.
	A. I know what time of day is the most productive time for me. B. I'm never in the mood to work.
	A. I make a habit of tackling my most challenging tasks first. B. I often procrastinate and turn in assignments in late.
	A. I postpone other activities until my school work is done. B. I don't have any specific routine for finishing my school work.

**Only count the A's** in the boxes above, and put the total in the box at the left. If you have **5-9 A's**: You're managing your time quite effectively, and are aware of strategies that can help. If you have **fewer than 5 A's**, ask for help to find time management tools and strategies that work best for you.





# Community Service

*Volunteering in your community makes a difference, and it's never too early to start. Serving others benefits **both** the community **and** you!*

## Finding Opportunities

Ask yourself what skills you have to offer, and then think about organizations that would put those skills to work. For example, do you have skills that could:

- Support families?
- Improve schools?
- Advance community goals?

One place to start your search:  
<https://www.dosomething.org>

## Benefits of Community Service

### To Others:

- Builds a sense of community.
- Highlights common objectives.
- Maximizes community resources.

### To You:

- You learn. A lot. Leadership, responsibility, team work, problem-solving, are just a few examples.
- You increase your capacity for empathy, and - at the same time - a greater sense of self-worth.
- You build new networks, which you can access as you pursue personal goals - college, jobs, life!

## Make a Plan That Suits You

**Choose a cause that is personally meaningful.**

(e.g., Animals? Safety & Health? Poverty? Environment?)

---

---

**How long do you have, and when?**

(e.g., 1 hour this Tuesdays Every Saturday? Summer?)

---

---

**What are your skills, and what would you like to do?**

(e.g., Organize an event? Make something? Participate?)

---

---

**Evaluate your options before making a final choice!**

Know who else is involved and be sure they are trustworthy. Think about which option makes the best use of your time and talent, and which will hold your interest, at least for the time you agree to serve.



Utah Scholars are prepared for the real world.




**Sign up in Grades 8-12**

**& take the first step to college!**

**WHY? Get the details [here](http://www.utahscholars.org): ( <http://www.utahscholars.org> )**



Why become a Utah Scholar?

-  Qualify for scholarships.
-  Graduate from high school ready for college.
-  Get info from Utah Scholars on how to prepare for college—including a scholarship you can apply for right now

**Map out your plan for scheduling Scholars courses in grades 9-12:**

Utah Scholars Curriculum	Grade 9	Grade 10	Grade 11	Grade 12
4 credits of English				
4 credits of Math				
3.5 credits of Social Science				
3 credits of lab-based Science				
2 credits of a World Language				





# College Considerations

*It's not too early to be thinking about college! There are some things you need to know **now** in order to take the high school classes that will qualify you for some exciting opportunities. In addition, now is a good time to start thinking about what type of college experience suits you best.*

## 1, 2, 4 or more?

Will your first education destination beyond high school be to achieve a **certificate, Associate, or Bachelor's degree?**

Certificates are typically awarded by Applied Technology Colleges or private vocational schools. Community colleges are often the most cost effective option for those who seek an Associate degree.

Bachelor's degrees are granted by four-year colleges and universities.

## To Qualify for the New Century Scholarship

This scholarship encourages Utah high school students to **accelerate their education by earning an associate degree while still in high school**. Get all the details about scholarships, and learn more about how to **step up** to college here:

<http://stepuputah.com/>

More help at:

[UtahFutures.org](http://UtahFutures.org)

## Location, Location, Location

If you definitely plan to live at home after graduating high school, you can skip past this section. Otherwise, here are some things to think about:

1. How often do you hope to go home?
2. Are you interested in campus housing - e.g., a dorm - or do you hope to live off campus?
3. What are the costs associated with your top choice?

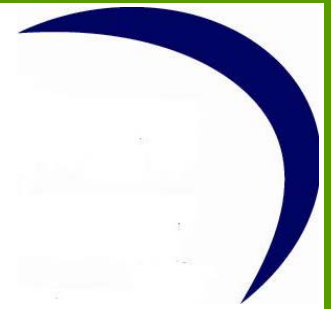
## Your Program of Study

Knowing what you want to study will be a key part of choosing the college that's right for you. Be mindful as you select your high school courses; every course is a chance to discover your passion - or maybe discover what you *don't* want to do. Talk with adults who have jobs in which you're interested, and find out what training and education most helped them be successful.



It's Not Too Early to Think About ...

## Paying for College



**Every dollar saved  
is a dollar less you  
will have to borrow  
to go to college.  
Every dollar you  
borrow will cost you  
two dollars by the  
time you pay back  
the loan.**

-Frank Frantozzi, CEO  
Planned Financial Services



**Start saving** a portion of your allowance, birthday money, and any other money you receive for college. No matter how much or how little you save, every cent makes a difference in affording your higher education!

It's important that you and your family prepare to pay the costs of college (save, save, save!), but many students also take advantage of **financial aid**.

Financial aid is money that **helps you pay for 1, 2, 4 or more** years of education beyond high school. The money comes from the U.S. government, the state where you live, the college you attend, or even from private sources. But, **you have to apply** to get it!

There are **two basic types** of financial aid.

- **"Gift" aid**, such as grants and scholarships, is money that does not have to be paid back.
- **"Self-help" aid**, like work-study and loans, is money that you work for or that you will need to pay back later.

Now is a great time to start thinking about scholarships, as **you can qualify** based on:

- Good **grades**
- **Service** to others
- Creative, athletic, or other **abilities**
- Group membership - cultural, ethnic, religious, or other

Visit the **Student Gateway to Federal Student Aid** brought to you by the U.S. Department of Education:

<http://studentaid.ed.gov/>

Learn how you qualify for aid, how to apply, and more!

If you want to go to college, and you're willing to work at it, you **can find the money to pay for it**.

As you develop your plan, find out –

- What it costs to attend the college(s) of your choice.
- What your parents plan to contribute, including whether they expect you to live at home.
- What characteristics will earn you a scholarship.







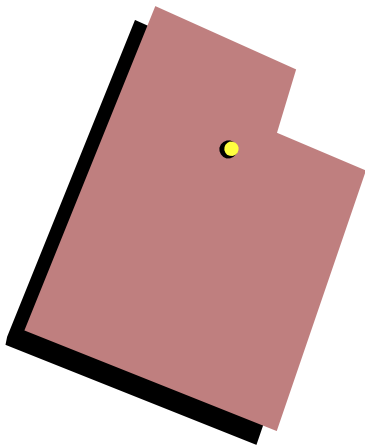
# What Employers Want

No matter what the business or industry, there are some general worker characteristics and skills that every employer wants. Many of the desired characteristics and skills are developed over time, starting at a very early age!



Employers were asked,

**“What skills do you consider critical?”**



## Largest Utah Employers\*

- Brigham Young University
- Intermountain Medical Center
- Office of Inspector General for Tax (IRS)
- Salt Lake County
- University Hospital

\*More Utah Employer information here: :  
<http://jobs.utah.gov/jsp/firmfind/welcome.do>

## TOP TWENTY

### “Soft Skills”

- Customer service
- Interpersonal/social
- Professional work ethic
- Adaptability and flexibility
- Team-work
- Dependability, reliability
- Honesty
- Cultural sensitivity
- Taking initiative
- Critical thinking
- Accountability
- Positive attitude
- Leadership

### And More ...

- Verbal/written communication
- Problem solving
- Computer science and technology
- Job-specific training
- Technical skills
- Math and science
- Financial literacy

*“You’ve got to be able to **write**. You’ve got to be able to **communicate**. You’ve got to be a **team player** ...*



*... We’ll teach you the technology if you have a good foundation, but **you’ve got to bring this strong foundation.**”*

– Utah Employer



## KEY THEMES

Employers want workers who have **interpersonal, verbal, and written communications skills**. They want to see **professionalism and positive work ethics** demonstrated by their employees. **Technical and computer skills** are important. The ability to apply **basic math and science** principles give workers an advantage.



# Show Employers You've Got It!

Think of the **job application** as the **first sample of your work** that you present to your employer.



Your application should demonstrate that:

- You know the basic details about the job for which you're applying. **Know the job title and use it.**
- You can **follow directions** and pay attention to details. For example, if it says, "please print," print!
- **Respond to all questions**, even if it's just with "N/A" (not applicable) so it's obvious that you've paid attention to every word.
- Make sure your application is **neat and error-free**.



Here are popular jobs you for youth under age 16: ▶ Deliver newspapers.

▶ Perform in radio, TV, movie, or theatrical productions. ▶ Work in businesses owned by your parents (some exceptions). ▶

Babysit or do chores in a private household.

You'll gain important skills in *every* job!

See examples: <http://youth.jobs/>

## For Interview Success

- **BEFORE** the interview, take **two minutes to POWER POSE**. Standing like a super hero (even quietly in a corner) will increase your confidence and decrease your **anxiety level**.
- **DURING** the interview, **listen** carefully to questions, take time to **think**, then **answer clearly** - using complete sentences.
- **AFTER** the interview, **send a thank you note**. It may sound old fashioned to thank the interviewer, but it's a great way to distinguish yourself in a crowd of applicants.

**"A good interview should feel like a conversation."**



**Dress like the people you admire and aspire to be.**

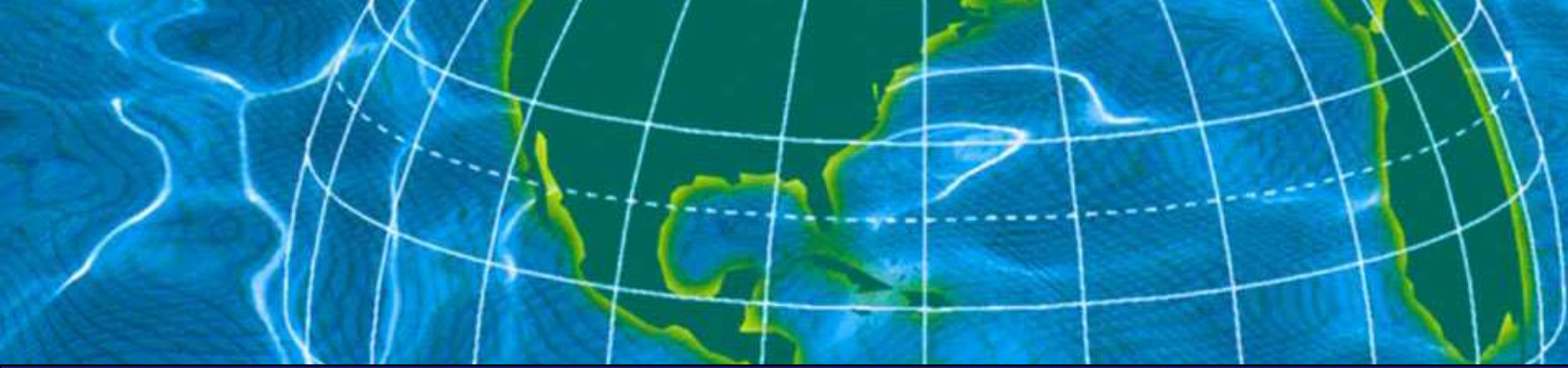
Selected Job Seeker resources from the –

## Utah Department of Workforce Services

- A **master application** is a standard form containing the most-asked questions on typical job applications. You can find one here: <http://jobs.utah.gov/jobseeker/304.pdf>. Fill in your personal information, make sure it has no spelling or other errors, and take it with you so you can refer to it when filling out other applications.
- This **Employment Skills** worksheet can help with skills statements: <http://jobs.utah.gov/jobseeker/oltools/transferableskills.pdf>

***Education is not the Learning of facts, but the training of the mind to think.***

–Albert Einstein



## *A note to parents ...*

Parents and students alike might be a bit anxious about the move to junior high when everything changes - or so it might seem. The school is bigger, there's more homework - from more than one teacher - and students are going through a lot of personal changes, maybe even rejecting your help and involvement in their lives.

**This is no time to step back!** Research\* shows that students with involved parents are more likely to:

- Earn higher grades and test scores;
- Enroll in higher level programs;
- Attend school regularly;
- Have better social skills;
- Graduate from high school on time; and -
- Go on to 1, 2, 4 or more years of college.

**Get involved at a level that suits you and your student.** If your school administration isn't reaching out to you, reach out to them. Find out what you can do to help, and how best to contribute to your child's success and the success of the school.

**If you can only commit to one in-person appearance at school this year, be there for your student's planning meeting!**



- *A New Wave Of Evidence: The Impact of School, Family and Community Connections on Student Achievement*  
<http://www.sedl.org/connections/resources/evidence.pdf>